

## *Why Is Turnaround Leadership Important?*

Nevada Department of Education (NDE) has chosen the Partnership for Leaders in Education program based on the belief that school leadership is the most important element of school turnaround. Districts have an equally important role in leading and supporting school turnaround and are critical to successful and sustainable turnaround efforts. It takes both system and school-level leaders working as partners to achieve the common purpose of sustaining highly effective schools where every student has the best opportunity for success to be college and career ready.

Effective school leaders significantly influence student learning and other aspects of school performance. Documented experience also indicates that individual leaders in failing organizations in various sectors, including education, can effect rapid, dramatic improvements. As it turns out, leadership not only matters, it is second only to teaching among school-related factors that impact student learning.<sup>1</sup>

## *How Will Participants Benefit?*

District and school leaders will have the opportunity to work with and learn from colleagues throughout the state; solve problems collaboratively; re-invent, re-ignite, re-energize and transform systems; and receive tailored mentoring and support.

### Core Idea

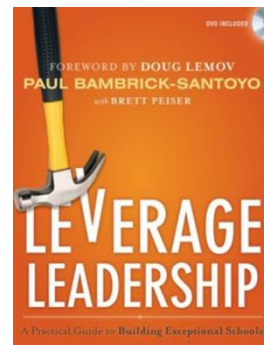
*“What really makes education effective is well-leveraged leadership that ensures great teaching to guarantee great learning.”*

(Brambrick-Santoyo, Leverage Leadership)

## *How Is the Program Structured?*

Partnership for Leaders in Education is a two-year cohort program designed to educate and empower district leaders and principals to focus on improving teaching and learning, resulting in significant gains in student achievement. The program includes:

- A focus on building systemic capacity in the areas of **data-driven instruction**, effective use of **observations and feedback**, student and staff **culture of learning**, and effective **talent management**.
- **District Readiness Assessment** to determine the readiness of your system to engage in school turnaround efforts and allow the ADE team to learn more about your context in order to be a better partner. (Fall 2015)
- **Behavioral Event Interview** with participating principals to determine the development needs of current and prospective leaders. (Summer 2016)
- **Quarterly professional development** sessions for the two-year period. Professional development builds on the work of Public Impact (Turnaround Leader Competencies), Paul Bambrick-Santoyo (Leverage Leadership and Driven by Data), and other research and proven best practices.
- Ongoing **coaching and mentoring** from trained **Implementation Specialists** between professional development sessions. Implementation Specialists will provide on-site support at least once a month, based on school leader needs; activities will help school leaders accomplish their 90-day plans.



<sup>1</sup> Kenneth Leithwood, Karen Seashore Louis, Stephen Anderson and Kyla Wahlstrom, *Review of research: How leadership influences student learning*. University of Minnesota Center for Applied Research and Educational Improvement, commissioned by The Wallace Foundation, 2004.



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### *How Does My District Become a Participant?*

Attend an informative phone conference between July 16-20, 2015 (Day/Time TBD), which will help your district decide whether or not to move forward with this process. If your district decides to apply to be a participant, applications should be sent to [tbolen@doe.nv.gov](mailto:tbolen@doe.nv.gov) by or before August 5, 2015.

Need assistance or have questions about the application, call Tammy Bolen at 775-687-9114.

### *When & Where Will the Program Take Place?*

Districts and schools selected to participate must commit to the two-year program beginning with a district readiness assessment in August or September 2015.

### *What Are the Goals of the Program?*

#### **Short-term goals include:**

- Increased use of data-driven instruction;
- Increased use of effective observation and feedback to inform instruction;
- Enhanced culture of learning; and
- Established systems of human talent management.

#### **Long-term goals include:**

- District and schools sustain highly effective systems;
- Leaders improve competencies;
- Teachers improve practice; and
- Students increase learning, resulting in significant gains in student achievement and reduced achievement gaps between sub-groups.

#### **Core Idea**

*"By receiving weekly observations and feedback, a teacher develops as much in one year as most teachers do in twenty."*

(Brambrick-Santoyo, Leverage Leadership)

### *Who Is Eligible for the Program?*

Districts with schools that are currently designated as "Priority", "Focus", or "One Star" are eligible to apply for the program that begins in the fall 2015 with a district readiness assessment and continues through the 2016-17 school year. Preference will be given to districts that have not attended the UVA Partnership for Leaders in Education.

If your district has no underperforming schools, you may still participate in this program; however, it is the responsibility of the LEA to fund this program.

Schools and districts will be selected based on the following factors:

- Quality of the completed application, including a signed LEA statement of interest and support;
- Minimal turnover in key staff; and
- District readiness assessment results

Principals along with an Assistant Principal or Lead Teacher from each school will participate with a 2 to 4 member district team. It is recommended that the Superintendent as well as other key district staff, such as Curriculum and Instruction Director; Principal Supervisor; SPED

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Director; and/or ELL Director serve on the district team. District team members have the primary responsibility for ensuring implementation and sustainability of the initiative.

### *How Can the Program Be Funded?*

Districts that are selected to participate in the program will pay for travel to and from UVA functions and for the District Readiness Assessment. NDE will fund the cost to participate in the UVA Partnership for Leaders in Education. See the attached document for specific information about pricing. Districts may use school improvement grants, IDEA, Victory, or Title funds to cover the cost of the District Readiness Assessment and travel. You may amend the school or district budget if already submitted.

### *Who Are the Participants?*

#### *District Leaders*

NDE believes strongly that schools are part of a larger district-wide system and the system must support struggling schools in their journey to improve. Without the district system to ensure the conditions necessary for turnaround and to remove barriers, under-performing schools cannot accomplish and sustain improvement. As we believe system ownership and change is critical to sustainable success of school turnaround, district leadership is central to our partnerships.

Given our desire to work collaboratively with district leaders, we require the following commitments.

- Senior district team participation in the program and coordinated support throughout the program (Comprised of 2-4 key district staff-Supt., Asst. Supt., Directors of Curriculum and Instruction, SPED, ELL.).
- Demonstration of commitment and capacity to making initiative a top priority.
- Superintendent public communication of the urgency and need for such an initiative and availability for at least strategic support throughout initiative.
- Attend and actively participate in all scheduled meetings and trainings with principals.
- District will provide on-site support for the school leader at least once a month based on school leader needs.
- Conduct site visits to participating schools/principals at least monthly. Visits should focus on what is needed to accomplish the 90-day plan.

**Core Idea**  
"In schools with strong cultures, students receive a continual message that nothing is as important-or engaging- as learning."  
  
(Brambrick-Santoyo, Leverage Leadership)

#### *School Leaders*

Principals along with either an Assistant Principal or Lead Teacher will participate in the program with their District Leaders. School Leaders selected to participate in Partnership for Leaders in Education are expected to actively participate in the two-year cohort program and accomplish the following:

#### **Expectations**

- Complete the Behavioral Event Interview (BEI). Participants are strongly encouraged to share results of the BEI with their district liaison (Summer/Fall 2016);
- Attend and actively participate in all scheduled meetings and trainings with district team; and
- Meet at least once a month with the district liaison to work on implementation of 90-day plan and turnaround competency growth goals.



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### ***Responsibilities***

- Complete the Implementation Rubric with district and Program Specialist;
- Create and implement 90 day action plan with 30 day “quick wins”;
- Keep artifacts of evidence of growth in 90 action day plans;
- Complete job embedded projects mutually agreed upon by school leader and district liaison;
- Participate in program evaluation process with UVA; and
- Communicate needs to district staff